**K-5 ELA Lesson Plan**

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| **Teacher:**  **Task #1** | | **Grade:**  **First Grade** | | | **Date(s)**: August 27-31, 2012 |
| **Unit Title:**  Wanted: A Few Good Friends | | | **Corresponding Unit Task:**  Create a song about rules. | | |
| **Essential Question(s):**  Why is it important for good readers, writers, and speakers to remember the important details when retelling a story, poem, or informational text? | | | | | |
| **Materials/Resources** | | | **Essential Vocabulary** | | |
| **Teacher/Student:**  Social Studies books-Ch. 1, 2, 3, 4  Health books: Ch. 1 Lesson 5  Fiction Trade books: (ex)  No, David-David Shannon  Officer Buckle and Gloria-Peggy Rathman  You Can’t Judge a Book by Its Cover-Bob Tore  Mean Jean the Recess Queen  Non-fiction books: (ex)  Following Rules-Robin Nelson  Know and Follow Rules-Cheri J. Meiners  Materials:  Index cards  Handwriting paper  Sentence strips  Chart paper or white board  Crayons/pencils | | | | Author  Character traits  Retelling  Poetry  Rules  Vocabulary from chosen stories | |
| **Learning Experience(s)** | | | | | |
| **Gradual Release of Responsibility:**  X Modeled  X Shared  X Guided Practice  X Independent | **Reading**  **Standards:**  RL1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.  RL1.10 With prompting and support “read” poetry of appropriate complexity for grade one.  RI1.7 Use illustrations and details in a text to describe its key ideas.  RI1.10 With prompting and support, “read” informational texts appropriately complex for grade one.  W1.1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.  SL1.1 Participate in collaborative conversations with diverse partners about grade one topics and texts with peers and adults in small and larger groups. Follow agreed upon rules for discussion (e.g. listening to others with care, speaking one at a time about the topics and texts under discussion.) Build on other’s talk in conversations by responding to the comments of others through multiple exchanges. Ask questions to clear up any confusion about the topics and texts under discussion.  SL1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.  SL1.6 Produce complete sentences when appropriate to task and situation.  L1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Print all upper and lower case letters. Use common, proper, and possessive nouns. Use personal, possessive, and indefinite pronouns. (e.g. I, me, my, they, them, their, anyone, everything.) Use determiners. (e.g. articles, demonstratives.) Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.  L1.2 Demonstrate command of the conventions of standard English, capitalization, punctuation, and spelling when writing. Capitalize dates and names of people. Use end punctuation for sentences. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. Spell untaught words phonetically, drawing upon phonemic awareness and spelling conventions.  L1.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions, to signal simple relationships. (e.g. I named my hamster Nibblet because she nibbles too much because she likes that.)  L.1.5 Sort words into categories.  **I Can Statement(s):**  Monday-  I can listen to and participate in a discussion of PBIS/school expectations.  I can participate in retelling key details.  I can draw pictures and/or write words to show when I am a good citizen and when I am not a good citizen.  Tuesday-  I can listen to and participate in a discussion of PBIS/school expectations.  I can participate in retelling key details.  I can identify long u words.  Wednesday-  I can listen to and participate in a discussion of PBIS/school expectations.  I can participate in retelling key details.  I can write a complete sentence using the correct conventions.  Thursday-  I can listen to and participate in a discussion of PBIS/school expectations.  I can participate in retelling key details.  I can sing nursery rhymes and songs I know.  I can identify short u words.  Friday-  I can listen to and participate in a discussion of PBIS/school expectations.  I can participate in retelling key details.  I can sing the song about rules.  I can write a complete sentence using the correct conventions.  **Instructional Plan:**  **Monday:** PBIS, Circle Map of Rules, Read from SS book (NF) using Story Structure Matrix, create class rules. ST: RI1.10, SL1.1, SL1.4, L1.1, L1.6 I will discuss the need for rules and routines in our homes, school, and community. Read over the PBIS charts for the norms in each location. I will create a Circle Map on the board or chart paper. Students will give ideas of what they know about rules for me to record around the middle circle. Ex: Golden Rule, rule of thumb, no jumping on the bed, stop at stop signs, walk in the school’s halls. I will read from the Social Studies book pages 29-31 and pages 37-39; students will read along in their SS books. Using the SSMatrix, students will help me retell the information learned from the text. I will ask students for their ideas of important rules for our class, leading them to include the ones I want included. Ex: I will keep my hands, feet, and objects to myself. Post the rules on a board. Give each student an index card to write their name and post with the rules that they promise to follow them. In the SS book, pages 41-43, students will read chorally with me: Being a Good Citizen and complete using pictures and/or words the T-Chart I am a good citizen when I…/I am not a good citizen when I…  **Tuesday:** PBIS review, Read a trade book (NF) using Story Structure Matrix. Tree Map sorting the reasons for rules ST: RI1.2, RI1.10, SL1.1, SL1.4, L1.1, L1.6 I will ask students to tell the PBIS rules they remember from yesterday to a partner; then share with the group. I will add any missing PBIS rules they may have missed. I will read a non-fiction trade book, such as Following Rules-Robin Nelson. Using the SSMatrix, students will help retell the information they learned from the text. On the board or on chart paper, I will create a Rule Tree Map with the headings of: to help us learn, to help us get along, to keep us safe (SS TE p30). Students will Think-Pair-Share ideas of rules they know and how they would sort them using the Tree Map. I will record their responses on the class Tree Map. GO TO WORD STUDY-long u.  **Wednesday:** PBIS review, Read a trade book (F) using Story Structure Matrix, Draw and write about themselves following a PBIS rule-share. ST: RL1.2, RI1.10, SL1.1, SL1.4, L1.1, L1.6, L1.2, RI1.7 I will ask students to tell the PBIS rules they remember from yesterday to a partner; then share with the group. I will add any missing PBIS rules they may have missed. I will read a fiction trade book such as No, David leading the discussion of the need for rules. Using the SSMatrix, students will help retell the text while I record their answers on the Matrix. I will model choosing a PBIS rule to draw myself following and write a sentence telling what I’m doing. Use my choice of materials (handwriting paper, sentence strips, index cards) to give to students for them to create. I will keep to display.  **Thursday:** PBIS review, Read Health book, lesson 5 using Story Structure Matrix. Sing nursery rhymes/songs they know. Ex: Happy Birthday, Row, Row, Row. They will vote on a tune for our class song. I will create the song using the Circle Map and Tree Map ideas. ST: RI1.2, RI1.10, SL1.1, SL1.4, L1.1, L1.6, RL1.10 I will ask students to tell the PBIS rules they remember from yesterday to a partner; then share with the group. I will add any missing PBIS rules they may have missed. Students will read along as I read from the Health book, lesson 5, pages 26-27: How can I respect others? Students will help retell the information they learned from the text. On the board or on chart paper, I will complete the Matrix. I will ask students what songs they learned in kindergarten. I will write the names of them on the board. Students will vote on their favorite tune. Students will tell why they think respect helps people get along better. I will create the words to this tune using student ideas from Monday and Tuesday. GO TO WORD STUDY-short u.  **Friday:** PBIS review, Read a trade book, for example Mean Jean the Recess Queen using Story Structure Matrix., Sing the created song. Pick a rule that you think is the most important rule for the class to follow. Why should everyone follow this rule? Draw and write your response. ST: RL1.2, RI1.10, SL1.1, SL1.4, L1.1, L1.6 I will ask students to tell the PBIS rules they remember from yesterday to a partner; then share with the group. I will add any missing PBIS rules they may have missed. I will read Mean Jean the Recess Queen continuing the discussion for the need for rules-especially at the playground. Using the SSMatrix, students will help retell the text while I record their answers on the Matrix. We will practice singing the tune that was voted upon yesterday. Then I will sing the words to our class song about rules for the class while pointing to the words on chart paper. Students will sing the song with me. I will model choosing a PBIS rule that I think is important for the class to follow and why everyone else should follow it as well. I will draw and write my response. Use my choice of materials (handwriting paper, sentence strips, index cards) to give to students for them to create. I will keep to display. | | | | |
| **Gradual Release of Responsibility:**  X Modeled  X Shared  X Guided Practice  X Independent | **Writing**  **Standards:**  W1.1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.  L1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Print all upper and lower case letters. Use common, proper, and possessive nouns. Use personal, possessive, and indefinite pronouns. (e.g. I, me, my, they, them, their, anyone, everything.) Use determiners. (e.g. articles, demonstratives.) Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.  L1.2 Demonstrate command of the conventions of standard English, capitalization, punctuation, and spelling when writing. Capitalize dates and names of people. Use end punctuation for sentences. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. Spell untaught words phonetically, drawing upon phonemic awareness and spelling conventions.  L1.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions, to signal simple relationships. (e.g. I named my hamster Nibblet because she nibbles too much because she likes that.)  **I Can Statement(s):**  I can write a complete sentence using the correct conventions.  I can write a complete sentence using the correct conventions.  **Instructional Plan:**  Wednesday- I will model choosing a PBIS rule to draw myself following and write a sentence telling what I’m doing. Use my choice of materials (handwriting paper, sentence strips, index cards) to give to students for them to create. I will keep to display.  Friday- I will model choosing a PBIS rule that I think is important for the class to follow and why everyone else should follow it as well. I will draw and write my response. Use my choice of materials (handwriting paper, sentence strips, index cards) to give to students for them to create. I will keep to display. | | | | |
| **Gradual Release of Responsibility:**  X Modeled  X Shared  X Guided Practice   * Independent | **Word Study**  **Standards:**  L.1.5 Sort words into categories.  **I Can Statement(s):**  Tuesday-I can sort long u words.  Thursday-I can sort short u words.  **Instructional Plan:**  Tuesday-I will write the word “rule” on a Circle Map on the board and ask students if they know the vowel sound (long u) or the pattern u\_e or CVCE. Ask students if they know any other long u words to include on the map. (ex: mule, tune, June, lute, tube)  Thursday-I will write the word “cup” on a Circle Map on the board and ask students if they know the vowel sound (short u) or the pattern \_u\_ or CVC. Ask students if they know any other short u words to include on the map. (ex: pup, tub, cub, cut, mum) | | | | |
| **Gradual Release of Responsibility:**  X Modeled  X Shared  X Guided Practice  X Independent | **Speaking & Listening**  **Standards:**  SL1.1 Participate in collaborative conversations with diverse partners about grade one topics and texts with peers and adults in small and larger groups. Follow agreed upon rules for discussion (e.g. listening to others with care, speaking one at a time about the topics and texts under discussion.) Build on other’s talk in conversations by responding to the comments of others through multiple exchanges. Ask questions to clear up any confusion about the topics and texts under discussion.  SL1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.  SL1.6 Produce complete sentences when appropriate to task and situation.  L1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Print all upper and lower case letters. Use common, proper, and possessive nouns. Use personal, possessive, and indefinite pronouns. (e.g. I, me, my, they, them, their, anyone, everything.) Use determiners. (e.g. articles, demonstratives.) Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.  L1.2 Demonstrate command of the conventions of standard English, capitalization, punctuation, and spelling when writing. Capitalize dates and names of people. Use end punctuation for sentences. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. Spell untaught words phonetically, drawing upon phonemic awareness and spelling conventions.  L1.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions, to signal simple relationships. (e.g. I named my hamster Nibblet because she nibbles too much because she likes that.)  **I Can Statement(s):**  I can listen to and participate in a discussion of PBIS/school expectations.  I can participate in retelling key details.  I can sing nursery rhymes and songs I know.  **Instructional Plan:**  Monday- Students will give ideas of what they know about rules for me to record around the middle circle. Ex: Golden Rule, rule of thumb, no jumping on the bed, stop at stop signs, walk in the school’s halls. Using the SSMatrix, students will help me retell the information learned from the text. I will ask students for their ideas of important rules for our class, leading them to include the ones I want included. Ex: I will keep my hands, feet, and objects to myself.  Tuesday- I will ask students to tell the PBIS rules they remember from yesterday to a partner; then share with the group. Using the SSMatrix, students will help retell the information they learned from the text. Students will Think-Pair-Share ideas of rules they know and how they would sort them using the Tree Map.  Wednesday- I will ask students to tell the PBIS rules they remember from yesterday to a partner; then share with the group. Using the SSMatrix, students will help retell the text while I record their answers on the Matrix.  Thursday- I will ask students to tell the PBIS rules they remember from yesterday to a partner; then share with the group. Students will help retell the information they learned from the text. On the board or on chart paper, I will complete the Matrix. I will ask students what songs they learned in kindergarten. I will write the names of them on the board.  Friday- I will ask students to tell the PBIS rules they remember from yesterday to a partner; then share with the group. Using the SSMatrix, students will help retell the text while I record their answers on the Matrix. We will practice singing the tune that was voted upon yesterday. Students will sing the song with me. | | | | |
| **Closing/Summarizing Strategy** | Monday-Students will read/repeat our class rules.  Tuesday-Students will read the Tree Map chorally.  Wednesday-Students will share the PBIS rule they chose to write and illustrate.  Thursday- Students will tell why they think respect helps people get along better.  Friday-Students will share the PBIS rule they chose and why it’s the most important.  Students will work with a partner to identify the key phrases in our class song using the Circle Map and Tree Map. Ex: sliding on my bottom in the song is on the Tree Map. The Golden Rule in the song is in our Circle Map. | | | | |
| **Differentiation Strategies** | | | | | |
| **Extension** | | **Intervention** | | | **Language Development** |
| Students of higher abilities will be encouraged to write additional sentences. They can lead a tour of the school explaining key locations. | | I will encourage peer tutoring for those students who have some difficulty writing a sentence and drawing their illustrations. I may add illustrations/pictures for the song for our ESOL learners. | | | I will encourage small group work by their seating arrangement so they will be better able to help and encourage each other. |
| **Assessment(s) & Reflection** | | | | | |
| **Assessment(s):**  Students will draw themselves following a PBIS rule and write to tell what they are doing.  Students will choose one PBIS rule they think is the most important and why everyone should follow it. Draw and illustrate it. | | | | | |
| **Teacher Reflection:** (Next steps?) | | | | | |

*Note: This template does not reflect the lesson plans for Guided Reading.*